DOCUMENT RESUME

ED 076 789 VT 020 146

TITLE	California Advisory Council on Vocational Education and Technical Training Third Annual Report. Fiscal Year 1971-72.
INSTITUTION	California State Advisory Council on Vocational Education and Technical Training, Sacramento.
PUB DATE	Jan 73
NOTE	17p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Advisory Committees; *Annual Reports; Career Education; Disadvantaged Youth; Educational Planning; Educational Programs; Handicapped; Manpower Development; Program Effectiveness; *Program Evaluation; *Program Improvement; Statewide Planning; Technical Education; *Vocational Education
IDENTIFIERS	*California

ABSTRACT

In its annual evaluation of the effectiveness of the total program of vocational education in California, the California Advisory Council on Vocational Education and Technical Training identified five specific areas that need attention and improvement, including: (1) the State Plan, (2) the vocational education reporting system, (3) programs for the disadvantaged and handicapped, (4) vocational area planning, and (5) comprehensive manpower information. Some of the Council's recommendations were: (1) A clear definition between the concept of career education and vocational education should be articulated into all state planning relative to education and manpower development, (2) Information gathered and reported by the State Department of Education should be more comprehensive in order to better describe and evaluate the state's vocational education program, and (3) A semiannual report on the status of each disadvantaged or handicapped research and demonstration project should be published and distributed to district agencies indicating the progress each has made toward program objectives and/or tentative research findings. Also included in this report are highlights of select council activities and accomplishments. (SB)

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CALIFORNIA ADVISORY COUNCIL ON VOCATIONAL EDUCATION AND TECHNICAL TRAINING

ED 076789

Third Annual Report

Fiscal Year 1971-72

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CALIFORNIA ADVISORY COUNCIL ON VOCATIONAL EDUCATION AND TECHNICAL TRAINING

ED 076789

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Third Annual Report

Fiscal Year 1971-72

Printed by the Office of State Printing
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1973

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January 16, 1973

Mr. Newton L. Steward
President
California State Board of Education
936 Manzanita Avenue
Eureka, California 95501

Dear Mr. Steward:

In my opinion, the "-tide in the lives of men-" may have been a once in a lifetime opportunity when it was written, but living in this contemporary society presents us with choices and options to make important decisions on almost a daily basis.

During the past year, options have occurred with impressive frequency for the California Advisory Council on Vocational Education, and the members have been imposed with a continuing barrage of issues and circumstances in the field of vocational education. Uninterrupted attention to the programs for the disadvantaged, planning, new legislation, and the on-going function of review and evaluation have claimed the Council's energies, and now with the implementation of the Education Amendments of 1972 imminent, the responsibilities and demands increase at a shocking rate because Future Shock is now.

But, we must be aware that just assimilating and responding to the demands is not in itself sufficient for more than temporary survival. Our responsibilities require that the actions taken are not just survival response but conscious movement directed toward intentionally defined goals established by the California Advisory Council on Vocational Education.

As Council members, we claim comprehensive representation of interests in vocational education and a perspective to interpret the needs of California citizens and potentials for meeting these needs that is not limited to a single specialized function such as planning or research or administration.

Circumstances demand that the Council not only meet our mandated requirements but also assume the responsibilities that allow us the opportunities to direct the changes that develop. We *can* view objectively the direction for change, we *shall* provide the definition of this direction, because we *must* assume our role as a catalytic force.

In accordance with the Vocational Education Amendments of 1968 and the Education Amendments of 1972, the California Advisory Council on Vocational Education and Technical Training herewith submits its Third Annual Evaluation Report of Vocational Education in California.

Sincerely,

Robert E. Washington, Chairman,
California Advisory Council on Vocational
Education and Technical Training

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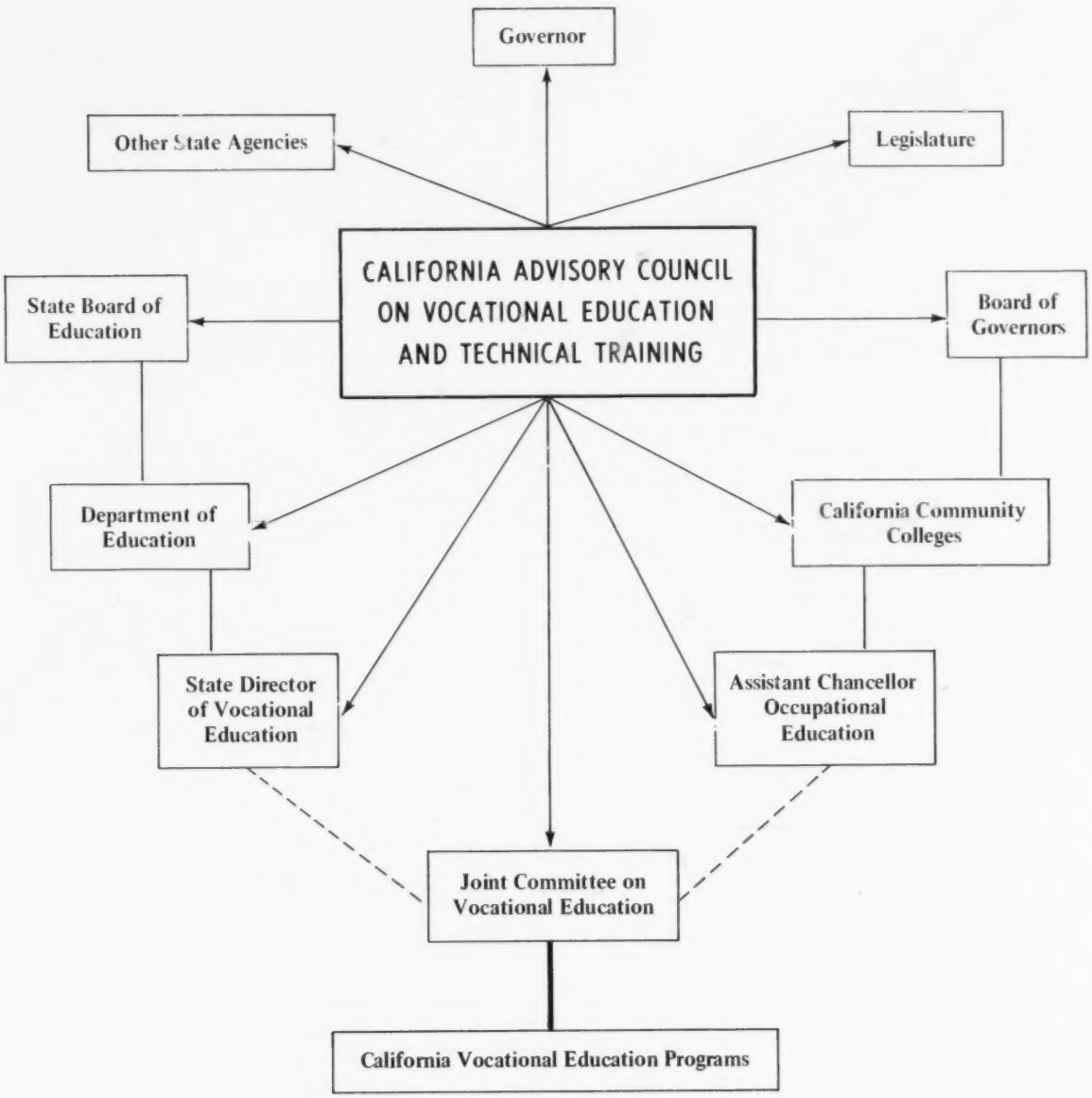

Summary of Recommendations

CALIFORNIA STATE PLAN FOR VOCATIONAL EDUCATION

- The State Board of Education and Board of Governors of the Community Colleges complete their vocational education delivery system by establishing statewide priorities and goals and objectives, and that the system provide for continuous review, updating and evaluation which can serve as a model for district plans. Furthermore, the Council recommends that the state's priorities, goals and objectives be established by a task force made up of representatives from all levels of vocational education, various agencies serving it (both public and private), lay persons and students.
- That a clear definition between the concept of career education and vocational education be articulated into all state planning relative to education and manpower development.
- That funding for the development of career education projects be drawn from all educational sources rather than primarily from vocational education funds.
- That an expression of student needs and attitudes be obtained by the State Board of Education and Board of Governors of the Community Colleges as a critical input to program planning and the preparation of the California State Plan for Vocational Education.

VOCATIONAL EDUCATION REPORTING SYSTEM

- That information provided by local school districts and Area Planning Committees regarding district and master plans be submitted in time to be incorporated into the State Plan. (Area Planning Committees are mandated to provide master plans for incorporation into the State Plan.)
- That information gathered and reported by the State Department of Education be more comprehensive in order to better describe and evaluate the state's vocational education program.
- That data on the occupational training provided in private vocational education schools and other institutions, such as the military, be collected and maintained on a continuing basis and included in the State Plan.

DISADVANTAGED AND HANDICAPPED

- That all VEA proposals submitted for the disadvantaged show written evidence that there has been input from the community or region where they will be implemented, including other federally funded programs in order to avoid unnecessary duplication of effort, and that sufficient funds be allocated to assure attainment of the proposals' major program objectives.
- That a semiannual report on the status of each disadvantaged and handicapped or research demonstration project be published and appropriately distributed to districts/agencies indicating the progress each has made toward program objectives and/or tentative research findings.
- That the staff of the State Board of Education and Board of Governors of the Community Colleges, with the Council, hold a series of workshops to improve communications and disseminate information regarding vocational and career education programs for the disadvantaged.
- That appropriate research in the area of the disadvantaged be undertaken to determine whether program efforts are having a measurable impact in helping the disadvantaged.

VOCATIONAL AREA PLANNING

- That the Council be assigned responsibility and staff support to provide central coordination of the Area Planning Committees

provided for under Education Code Article 10.4, Section 6268.

COMPREHENSIVE MANPOWER INFORMATION

- **The State Board of Education and Board of Governors of the Community Colleges assist and support HRD in its efforts to secure funds from the Department of Labor in order to establish a viable manpower data system; and to assist HRD in its effort to establish the development and implementation of a manpower data system as a priority item in its program of work.**
- **That the Council assist the Joint Committee on Vocational Education and the Joint Occupational Preparation Task Force prepare a position statement supporting the specific recommendations made by the Governor's Manpower Policy Task Force concerning the need for a comprehensive economic and manpower data center and forward it to the State Board of Education, Board of Governors of the Community Colleges and HRD.**

In conclusion, the California Advisory Council on Vocational Education and Technical Training believes the state's vocational education program to be one of the more effective programs in the nation. The Council is also supportive of the California vocational education delivery system and recognizes its many strengths.

In order to assist the Council in becoming more effective in making its evaluation of the vocational education system and its various components, the Council must become more autonomous (as provided in PL 90-576) and apart from rather than a part of the system it must evaluate. PL 90-576 requires that State Advisory Councils be totally independent from state boards of education so that they can be objective in their evaluations and recommendations.

Therefore, the Council presents these two final recommendations:

- **That the Council administrative staff by legislation be made exempt from civil service to preclude conflicts of interest in making evaluations of programs.**
- **That a portion of Part C funding for research activities be set aside for use by the Advisory Council for its research and evaluation projects.**

Introduction

Annually, the California Advisory Council on Vocational Education and Technical Training prepares a report concerning its findings on the effectiveness of the total program of vocational education in California.

The California Advisory Council on Vocational Education and Technical Training was provided for in PL 90-576 and established under California Statutes, Education Code Section 6252. The purpose of the Council is to:

(A) Advise the State Board of Education and the Board of Governors of the California Community Colleges in the development and preparation of annual and long-range state plans for occupational education and training.

(B) Evaluate programs of occupational education and training maintained by local educational agencies, and publish and distribute the results thereof.

(C) Prepare and submit through the State Board of Education and Board of Governors of the California Community Colleges an annual evaluation report to the Legislature, United States Commissioner of Education, and National Advisory Council on Vocational Education.

The report contained herein is in response to the requirements stated in Item C above.

Part I of this report identifies five specific areas that need attention and improvement. These areas include: (1) the State Plan, (2) the vocational education reporting system, (3) programs for disadvantaged and handicapped, (4) vocational area planning, and (5) comprehensive manpower information.

In this year's Annual Report, each of these five areas has been analyzed with regard to Council recommendations made in the 1970-71 Annual Report, and the response of the State Department of Education to those recommendations; the Council's evaluation of actions taken in meeting their recommendations and citizens' needs; and further recommendations that are advanced by the Council for the coming year.

The concerns and recommendations made in the report will also serve to outline additional tasks and a general program of work for the Council and staff this coming year.

I. Evaluation Findings

A. STATE PLAN

The State Plan is prepared by the staff of the State Department of Education, Vocational Education Section, and the Board of Governors of the California Community Colleges in compliance with the rules and regulations of the U.S. Office of Education. The plan is divided into three parts:

(1) Administrative provisions

(2) Annual and long-range program plan provisions

(3) Appendices

The first part of the plan is distributed to all school districts in the state, provides program standards, and is the basis for the governance of the vocational education program in the state. It serves as a guide for the development of local district plans for vocational education which include program goals and objectives.

The second and third parts of the State Plan include manpower and job market analyses and the numbers of individuals being trained in vocational education programs. The plan includes a number of program goals for each state administrative unit within vocational education, such as agriculture, business, and trade and technical.

In the 1970-71 Annual Report, the Council made five recommendations to improve the state's vocational education program. However, the Council's recommendations did not have the impact on program improvement that the Council desired. The Council's first recommendation was:

> That the California State Plan for Vocational Education be developed with goals, objectives and priorities stated in measurable terms and provide for the development of local district plans that also identify goals, objectives and priorities in measurable terms.

Reactions by the Department of Education and the Board of Governors staff to the Council's recommendation include:

> The 1972-73 California State Plan for Vocational Education includes goals, objectives and priorities stated in measurable terms and requires that local districts include goals, objectives and priorities in measurable terms. See Part I, Sec. 3.21 *(local applications)*, 3.26-27 *(priorities for local applications)*, 3.3-3.6 *(instructional areas in vocational education-objectives of the instruction)*, Part II, Table 3, Appendix A (Instructions for Preparing a District Plan for Vocational Education).*

Although certain improvements have been made, the Council notes that the plan does not contain representative statewide priorities, goals and objectives, nor comprehensive data necessary for effective program planning. The Council will continue to work closely with the state staff in developing and implementing a more viable State Plan:

- that reflects the training needs of individuals seeking gainful employment in a job of their choosing
- that reflects an ever-changing set of state priorities, goals, and objectives, and provides criteria and procedures for reviewing and evaluating its effectiveness
- that provides for communications and the coordination among and between all agencies (public and private) concerned with vocational education.

The Council realizes that until national, state, regional and local priorities, goals and objectives are in harmony, vocational education programs will continue to be proliferated and developed independently with little coordination or communication between education agencies. In order to assist in the process, the Council offers the following recommendation:

- **The State Board of Education and Board of Governors of the Community Colleges complete their vocational education delivery system by establishing statewide priorities and goals and objectives, and that the system provide for continuous review, updating and evaluation which can serve as a model for district plans. Furthermore, the Council recommends that the state's priorities, goals**

*Italics provided by Advisory Council

and objectives be established by a task force made up of representatives from all levels of vocational education, various agencies serving it (both public and private), lay persons and students.

In its analysis of the State Plan with the Department's Descriptive Report on Vocational Education for 1970-71, the Council observed that enrollment figures reported in specific programs were not directly comparable. The Council can only conclude that some adjustments were made due to the nature of the statewide reporting system. Annual Descriptive Reports, for example, are produced nearly a year late due to the time lag in the reporting and publication system.

The 1970-71 Vocational Education Annual Descriptive Report indicated that a total of 1,089,116 students were enrolled in vocational education. Figures collected from State Department of Education, Vocational Education Section, indicate that 1,224,959 students were enrolled in vocational education in 1971-72. This represents a 12.4 percent increase over the 1970-71 enrollment.

The following table, taken from the 1970-71 report, shows program enrollments at each level of instruction. This table, and others found in the report, may be subject to some interpretation. In Table 1, for example, there may be some duplicate counts of students enrolled in more than one element of vocational education (e.g., students counted as receiving work experience education may be duplicated in counts of specific instructional programs, such as office education or distributive education). Some additional clarification of the data reported is therefore warranted.

The Council also noted that figures found in the State Plan did not include enrollments in private or military vocational programs. A Council survey of 1,788 (959 reporting) private post secondary vocational schools found an additional 194,602 students receiving vocational training in California in 1971-72. These figures were made available for inclusion in the 1972-73 State Plan.

California has been recognized as a leader in career development, orientation and exploration programs, and holds that vocational education is an integral part of career education. The Council reports that in addition to the creation of the State Career Education Task Force, demonstration projects implementing the career education concept are in effect in ten locations throughout California.

It is observed that no clear definition exists for career education, nor has there been any significant attempt to clearly outline the relationships between

TABLE 1

Enrollment in Vocational Education Programs in California
During Fiscal Year 1970-71

Instructional program	Enrollment			
	High schools	Community colleges	Adult schools	Total
Agricultural education	32,706	10,659	2,968	46,333
Distributive education	9,263	43,164	11,740	64,167
Health occupations education	2,646	24,835	6,599	34,080
Home economics occupational education	146,364	26,115	35,547	208,026
Office education	172,446	131,594	66,377	370,417
Technical education	1,541	39,892	6,388	47,821
Trades and industry	65,538	111,404	76,540	253,482
Work experience education	64,790	–	–	64,790
Total	*495,294*	*387,663*[a]	*206,159*[b]	*1,089,116*

NOTE: Figures used in this table are estimates based on the latest available data.

[a]Includes 72,029 adults who were full-time students in a community college.

[b]Includes 82,462 adults who were part-time students in a community college.

vocational education and the career education concept at the national level. The Council notes, however, that the State Plan (Appendix C) does define career education and the relationship of vocational education to career education. The Council also observes that the main financial support for developing the career education concept has come from vocational education sources, and urges that caution be taken not to dilute or make less effective, the financial support of vocational education for the sake of career education.

In regard to career education, the Council offers these recommendations:

- **That a clear definition between the concept of career education and vocational education be articulated into all state planning relative to education and manpower development.**
- **That funding for the development of career education projects be drawn from all educational sources rather than primarily from vocational education funds.**

Statewide student associations and clubs have experienced rapid growth of late, but it is the opinion of the Council that this cannot be recognized as the sole indicator of positive student attitudes in vocational education. Although the Council is supportive of student activities in general, the Council suggests that VEA support utilized for coordination of activities be carefully monitored. The Council suggests that additional financial support of activities for students already engaged in vocational programs might be better spent for additional vocational programs, thus serving more students.

The Council is concerned that no formal studies reflecting student needs, or their responses to the success of the state's vocational program, have been utilized in program planning. The Council, therefore, recommends:

- **That an expression of student needs and attitudes be obtained by the State Board of Education and the Board of Governors of the Community Colleges as a critical input to program planning and the preparation of the California State Plan for Vocational Education.**

Counseling and guidance is an important aspect of vocational education program development. The Council believes that every student should have ready access to vocational guidance information, and every counselor should be equipped to interpret and disseminate information on all careers, not only those that require a college degree. The Council sees little improvement in the vocational counseling and guidance program and feels that it is still the weakest link in the vocational education program. Other than a limited number of innovative approaches to vocational guidance, VIEW, JOB-O, mobile counseling vans, too little has been done to improve counselors' ability to provide job and career opportunities information to all students.

B. VOCATIONAL EDUCATION REPORTING SYSTEM

In its Second Annual Report, the Council recommended:

> That the State Board of Education and the Board of Governors of the Community Colleges develop a reporting system which will provide information by which progress toward these goals and objectives can be measured at the state and local level.

In response to that recommendation, the Department of Education and the Board of Governors staff stated:

> The 1972-73 California State Plan for Vocational Education provides for a reporting system which includes information indicating progress toward achieving goals and objectives. See Part I, Sec. 1.5 *(program evaluation)*, 1.6 *(state reports)*, 3.414 *(local program evaluation standards)*, Appendix A (Instructions for Preparing a District Plan for Vocational Education), Part II, Table 3 *(goals, objectives, outcomes and activities)*.*

In reviewing this response, the Council observes district plans and not the State Plan reflect criterion measures for goals and objectives. The Council further observes that the State Plan provides only for the measurement of goals and objectives of specific program areas and services, and concludes the state reporting system, for purposes of evaluating the total program of vocational education, is far from being adequate.

In that the previous recommendation has only been partially implemented, the Council recommends:

- **That information provided by local school districts and Area Planning Committees regarding district and master plans be submitted in time to be incorporated into the**

Italics provided by Advisory Council

State Plan. (Area Planning Committees are mandated to provide master plans for incorporation into the State Plan.)

- **That information gathered and reported by the State Department of Education be more comprehensive in order to better describe and evaluate the state's vocational education program.**
- **That data on the occupational training provided in private vocational education schools and other institutions, such as the military, be collected and maintained on a continuing basis and included in the State Plan.**

C. VOCATIONAL EDUCATION FOR DISADVANTAGED AND HANDICAPPED

During the year 1970-71, the Council recognized that the vocational education programs for disadvantaged were not being uniformly administered, were not funded adequately, and there was some discrepancy regarding the definition of the term disadvantaged. In its 1970-71 Annual Evaluation Report, the Council recommended:

> That the California State Plan for Vocational Education provide for increased attention to vocational education for the disadvantaged and the handicapped, encouraging school districts to combine efforts as appropriate to increase the effectiveness of the limited available resources, and for recording and evaluating the extent to which progress is achieved in serving the educational needs of these persons.

In response, the State Department of Education and the Board of Governors staff reports:

> The 1972-73 California State Plan for Vocational Education includes increased attention to vocational education for the disadvantaged and the handicapped and provides for the evaluation of the progress made in achieving the needs of the disadvantaged and handicapped. See Part I, Sec. 1.5 *(program evaluation)*, 1.72 *(cooperative arrangements-handicapped persons)*, 1.94 *(construction requirements-accountability to handicapped persons)*, 1.10C *(economically depressed areas or high unemployment area definitions)*, 3.12 *(identification of disadvantaged persons-definition/criteria)*, 3.13 *(identification of handicapped persons-definition/criteria)*, 4.0 *(vocational education programs for the disadvantaged)*, Part II, Table 3 *(goals, objectives, outcomes and activities)*, Appendix A (Instructions for Preparing a District Plan for Vocational Education) Parts A *(application instructions-disadvantaged)* – C *(application instructions-research)* – F *(application instructions-consumer and homemaking)* – G *(application instructions-cooperative education)* – H *(application instructions-work study)*.*

The Council feels this is still an area of major concern and that vocational education has not enjoyed the acceptance and involvement in disadvantaged areas where the unemployment rate is high.

In May 1972, when the State Department submitted its annual plan for the approval of the Council, the following reservation was made by the Council:

> "That set-aside funds for the disadvantaged should go to the districts which have the greatest numbers and the most severely disadvantaged students. In areas where there are Model Cities programs, the planning should be done in consultation with the Model Cities administrator."

Subsequently, the Council prepared a position paper stating their interpretation, analysis and recommendations on programs for the disadvantaged. It was determined that a clear comprehensive analysis of the administration of the programs for disadvantaged was impossible because no criteria for identifying and counting these students existed, and there was no way to relate programs in geographic areas to one another. It was also noted that little progress had been made to encourage school districts to combine their efforts and resources to identify and better serve the disadvantaged. On the other hand, the Council has been encouraged that guidelines defining the disadvantaged have been improved, thus providing more latitude in program planning and development.

The Council's continuing evaluation of disadvantaged projects indicates some progress has been made in this area; however, the Council is not satisfied with the funding level of individual projects and quality of programs for the disadvantaged whose impact may be measured. It would seem more appropriate to concentrate these limited resources to a few well planned programs in order to determine whether money is a significant factor in solving the problem.

In order to gain information on the effectiveness of vocational education programs for disadvantaged students, the Council has obtained a research proposal to evaluate selected target area programs in the Los Angeles area. The demonstration study will develop data gathering procedures, interview instruments and the examination of measurable

*Italics provided by Advisory Council

criteria. In addition, the study will provide an analysis of the "relationship and differences involved in the interpretation and implementation of stated definitions and objectives at various administrative and operative levels . . . ." "with special attention to the identification of disadvantaged persons, method of delivery and accountability."

The Council plans to continue its efforts to establish more equitable ways of funding programs for disadvantaged; encourage the establishment of evaluative criteria for funding and evaluating projects; support efforts to increase coordination among and between all agencies concerned with the disadvantaged in order to avoid duplication of efforts; and encourage the involvement of students in program planning. The Council feels that the support for vocational education programs for the disadvantaged can be increased by effective interaction with students, lay citizens and professionals participating in planning and evaluation.

The Council, therefore, recommends:

- **That all VEA proposals submitted for the disadvantaged show written evidence that there has been input from the community or region where they will be implemented, including other federally funded programs in order to avoid unnecessary duplication of effort, and that sufficient funds be allocated to assure attainment of the proposals' major program objectives.**
- **That a semiannual report on the status of each disadvantaged and handicapped or research demonstration project be published and appropriately distributed to districts/agencies indicating the progress each has made toward program objectives and/or tentative research findings.**
- **That the staff of the State Board of Education and Board of Governors of the Community Colleges, with the Council, hold a series of workshops to improve communications and disseminate information regarding vocational and career education programs for the disadvantaged.**
- **That appropriate research in the area of the disadvantaged be undertaken to determine whether program efforts are having a measurable impact in helping the disadvantaged.**

In the area of vocational programs for the handicapped, the Council has seen very little evidence to support increased attention by the State Board of Education and Board of Governors of the Community Colleges to these individuals. The Council urges the Department of Education and Board of Governors to focus additional attention to identifying the handicapped in the state in need of vocational education and to provide leadership in program development.

D. VOCATIONAL AREA PLANNING

In an effort to improve the overall planning of vocational education programs, the Legislature provided for the creation of no more than fifteen vocational area planning regions in California, each mandated to produce a master plan coordinating the resources, manpower needs and vocational programs in designated geographic areas. Presently there are twelve designated planning areas and five Area Planning Committees functioning in the state and the Council hopes for the full implementation of all twelve Area Planning Committees in the near future. Each Area Planning Committee reflects the interests of the State Department of Education, Chancellor of the Community Colleges, vocational education, career education, HRD, the private sector, and community participants within their area.

In the Annual Evaluation Report for 1970-71, the Council recommended:

> That the State Board of Education, the Board of Governors of the Community Colleges, and all education agencies provide positive leadership and support to area or regional planning and coordination of vocational education.

In response to this recommendation, the Department of Education and the Board of Governors staff reported:

> The State Board of Education and the Board of Governors of the Community Colleges are providing leadership and do support the area planning activities for vocational education.
>
> Vocational education funds are authorized for the support of:
>
> 1. A staff member to assist in the statewide coordination of the vocational area planning program
> 2. The employment of area vocational coordinators as staff to assist the Area Vocational Committees
> 3. The travel expenses for the staff and committee members
>
> Leadership is provided to the area planning program by:
>
> 1. The State Director of Vocational Education

2. The Chancellor of the California Community Colleges
3. The Director of the Department of Human Resources Development
4. The Statewide Coordination of Area Planning
5. The Area Planning Coordinators
6. The State Board Staff

However, the Council has been advised by members of Area Planning Committees of some major concerns and of their dissatisfaction with the lack of support and value given to their efforts. Their concerns include (1) area planning reports were not integrated into the 1972-73 State Plan for Vocational Education, and (2) funding for required research and planning is far from being adequate.

The Council sees the need for establishing better lines of communications between the state agencies and the Area Planning Committees. The Council plans to continue its support of Area Planning Committee activities, and offers the following recommendation:

- **That the Council be assigned responsibility and staff support to provide central coordination of the Area Planning Committees provided for under Education Code Article 10.4, Section 6268.**

E. COMPREHENSIVE MANPOWER INFORMATION

The Council recognizes the need for valid data in developing and improving vocational education programs. The Council is concerned that the present method of collecting data on manpower needs, job opportunities and employer needs, by the Department of Human Resources Development (HRD) and the State Department of Education, is far from being effective. The use of valid manpower data is the heart of vocational education program development and improvement, and is an essential component in planning.

To emphasize the importance of this need and for its improvement, the Council in the 1970-71 Annual Report recommended:

That the Department of Education, with the cooperation of the Department of Human Resources Development, develop data sources or procedures for securing manpower projections and for relating these to vocational education output, including the impact of private vocational schools, business and industrial training, and military training.

In response, the State Department of Education and the Board of Governors staff reports:

The Department of Education does cooperate with the Department of Human Resources Development in the development of data on manpower projections and relating these to vocational education output, including the output of private vocational schools.

Similar data relating to the business and industrial training and the military is not available. See Part I, 1.71 *(agreement between State Board and HRD)* and Part II, Table 1 *(employment opportunities related to vocational education programs labor demand and supply summary).**

The State Plan recognizes HRD as the primary source for collecting and disseminating labor market data including projections for future needs. During the past year the Department of Education and HRD, through the action of the Governor's Office, have moved to create a Joint Occupational Preparation Task Force to align their efforts and cooperation in this area.

However, the Council believes that no improvement can be made in the present system of data collection and dissemination until the Department of Labor financially supports HRD to perform this function. The Council believes that reliable manpower input from industry is also needed.

Additionally, the need for total manpower development has been recognized by the Office of the Governor, who created a task force to make recommendations on manpower policies. This task force strongly encouraged a comprehensive systems approach to unify the factors of all the fragmented manpower programs in operation.

To encourage the development of data sources and procedures for securing comprehensive manpower projections and to relate these to vocational education output, the Council recommends:

- **The State Board of Education and Board of Governors of the Community Colleges assist and support HRD in its efforts to secure funds from the Department of Labor in order to establish a viable manpower data system; and to assist HRD in its effort to establish the development and implementation of a manpower data system as a priority item in its program of work.**
- **That the Council assist the Joint Committee on Vocational Education and the Joint Occupational Preparation Task Force prepare a position statement supporting the specific**

*Italics provided by Advisory Council

recommendations made by the Governor's Manpower Policy Task Force concerning the need for a comprehensive economic and manpower data center and forward it to the State Board of Education, Board of Governors of the Community Colleges and HRD.

II. Council Activities

In order to maintain brevity in this report, highlights of select Council activities and accomplishments are listed below. Copies of Council's reports and papers are available upon request.

HIGHLIGHTS OF COUNCIL ACTIVITIES

- The Council maintained its focus on insuring occupational opportunities for urban disadvantaged through vocational education and produced a series of position papers illustrating and making recommendations regarding this concern. The Council recommended that the U.S. Commissioner of Education establish a clear set of guidelines and/or criteria for the identification of persons considered to be "disadvantaged." The Council also recommended state VEA funds be concentrated in areas where the "disadvantaged" live and go to school, a separate entitlement system under Part B and Part F and the establishment of measurable criteria in the State Plan for identifying disadvantaged students for use by local districts.
- The Council initiated a study of the question of governance of vocational education in California.
- The Council studied Regional Occupational Centers/Programs (the fastest growing component of the vocational education field in California) and is preparing to issue a report on its analysis.
- The Council has completed a listing of private post secondary vocational education schools in the state and has surveyed these schools to obtain data on the numbers of students trained in the various occupational code groupings. A total of 1,788 private post secondary vocational schools were identified in the survey with 959 reporting a total enrollment of over 194,000 students. The Council provided this input for inclusion in the State Plan.
- The Council, working with the state vocational education personnel responsible for the preparation of the State Plan, has reviewed and commented on the provisions of the plan. The Council commended the state staff on their continued improvement of the State Plan within the constraints of the federal instructions and made certain recommendations concerning programs for the disadvantaged as outlined above.
- The Council hosted the western regional meeting of State Advisory Councils and produced a complete documentation of the highlights of that session including the text of presentations made by the major speakers, Dr. Paul F. Lawrence, Regional Commissioner, U.S. Office of Education and Honorable Augustus F. Hawkins, Congressman from the 23rd California District.
- The Council has closely monitored the progress of Area Planning Committees. Council members frequently attend planning meetings and two are active members of Area Planning Committees.

In addition to these activities, the Council has reorganized the structure of its membership to encourage active participation of all its members. Three new members, two students and a county department of education representative, have been added to the Council, increasing its membership to thirty.

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